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ABSTRACT

This resource manual for administrators, supervisors, and teachers was developed to foster the effective use of the in-class instructional model in basic skills improvement (BSI) programs in elementary schools. Funded by federal, state, and local sources, BSI programs are designed to be coordinated with school districts' developmental programs to provide supplementary remedial instruction in reading, writing, and mathematics to students needing compensatory education. Introductory materials in this manual cover BSI project designs, advantages of the in-class model, and factors affecting BSI student achievement. Subsequent discussion focuses on planning, implementing, and evaluating programs. Planning the use of the in-class model in kindergarten through sixth grades is discussed in terms of assessing, analyzing, and prioritizing needs. Discussion of implementing the in-class model centers on issues related to initial implementation and successful program operation. Evaluating the implementation of the in-class design is discussed in subsections on assessment techniques and formative and summative evaluation. An appendix provides resources for the elementary school in-class model, an annotated list of related New Jersey Department of Education publications, a list of nationally validated basic skills programs, and profiles of BSI programs reported in the literature. (RH)

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THE IN-CLASS INSTRUCTIONAL MODEL FOR BASIC SKILLS IMPROVEMENT IN GRADES K-6

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A RESOURCE MANUAL FOR ADMINISTRATORS, SUPERVISORS AND TEACHERS

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THE IN-CLASS INSTRUCTIONAL MODEL

FOR BASIC SKILLS IMPROVEMENT IN GRADES K-6:

A RESOURCE MANUAL FOR ADMINISTRATORS, SUPERVISORS AND TEACHERS

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PREFACE

This manual was developed to foster the effective use of the in-class instructional model in elementary school basic skills improvement (BSI) programs. Staff in districts which currently use other models can learn how to decide whether the in-class model would be beneficial to their students and/or how to plan, implement and evaluate the use of the model.

Staff in districts already using the in-class model can consider possible variations and ways to strengthen the program.

TABLE OF CONTENTS

	PAGE
INTRODUCTION	1
Overview of Basic Skills Improvement Project Designs	1
Advantages in the Use of the In-Class Model	4
Factors that Affect BSI Student Achievement	5
PLANNING THE USE OF THE IN-CLASS MODEL IN GRADES K-6	7
Assessing Needs	7
Analyzing and Prioritizing Needs	11
IMPLEMENTING THE IN-CLASS MODEL IN GRADES K-6	15
Issues Related to Initial Implementation	15
Issues Related to Successful Program Operation	16
EVALUATING THE IMPLEMENTATION OF THE IN-CLASS DESIGN	21
Overview of Assessment Techniques	21
Formative Evaluation	22
Summative Evaluation	23
APPENDIX: RESOURCES FOR THE K-6 IN-CLASS MODEL	25
New Jersey Department of Education Publications	25
Validated Projects	27
Programs Reported in the Literature	31
REFERENCES	37

INTRODUCTION

OVERVIEW OF BASIC SKILLS IMPROVEMENT PROJECT DESIGNS

A basic skills improvement program (BSIP) is funded by federal, state and local sources and is designed to be coordinated with the district's developmental program. It provides supplementary remedial instruction in reading, writing, and/or mathematics to students needing compensatory education.

Currently, districts in New Jersey use in-class, out-of-class, integrated or add-on instructional settings for their basic skills improvement programs. Each district decides which model or models to use.

Since the focus of this manual is on the in-class setting, a detailed description of that model is provided after a brief description of the other three models.

Out-of-class Instructional Setting

The program-funded instruction takes place in a location other than the regular classroom for a portion of the day. A supplemental teacher usually works with small groups of students. The regular classroom teacher must also work closely with BSIP personnel to ensure that a coordinated program of instruction is provided so as to meet the special needs of the project participants. The setting might be a resource room or a laboratory.

Integrated Developmental and Remedial Self-contained Instructional Setting (Replacement)

An integrated developmental and remedial project is implemented when the BSI project provides services which replace all or part of the instruction regularly provided to program participants with a distinct, self-contained program which is particularly designed to meet the project participants' special educational needs. The integrated program model, also known as the replacement project, provides coordinated developmental and remedial program services. The class size must be half or less than half that of the average regular developmental class.

Add-on Project

Additional BSIP instructional services are provided as an extension of the regular school day when participants would not otherwise receive instructional services. These periods may include vacations, weekends, before or after regular school hours, or other non-instructional time. The project must be designed to meet the special educational needs of project participants.

In-class Instructional Settings

This design allows students to remain in their regular classrooms for basic skills improvement instruction. The BSIP staff provides supplemental services in basic skills across grades to program participants for all or part of the day. They work to assist in reinforcing reading, mathematics, and writing skills and in addressing identified needs. The classroom teachers remain responsible for the design and evaluation of the instructional program..

Supplemental instruction is provided to small groups, thus offering more individualized attention to BSI students. The instruction may be provided by another teacher or an instructional aide. Job descriptions for instructional aides must be approved by the county superintendent. Instructional aides work under the direction of a certified teacher.

All students receive regular basic skills instruction equitably and are given tasks appropriate to their level of skills. Instruction may be organized for large or small groups of students, or individuals, under this model. Sometimes the classroom teacher and the supplemental staff work independently in the class by partitioning the supplemental instruction physically through the use of dividers, chalkboards or shelving. Team teaching is also a possible variation. In that case, the teachers on the team, both classroom and supplemental, cooperatively plan and implement a full program of study for basic skills development.

The in-class/regular classroom model facilitates regular communication between the classroom teacher and program staff about their common students. The classroom teacher and the supplemental teacher, aide or volunteer, can easily share their experiences about behavior patterns, learning styles and performance levels of the students. Scheduling informal and formal conferences between staff members and cooperative instructional planning are more feasible when the staff all work in the same classroom. In-service training can be designed to provide similar experiences to the classroom teacher and to the supplemental teacher or aide.

Successful implementation of the in-class model requires the classroom teacher and basic skills teacher or aide to feel comfortable working together in the same classroom. Program coordinators must clearly define the roles and responsibilities of the supplemental staff.

There are a variety of ways to implement the in-class model. A description of some approaches follows.

<u>Traditional Approach</u>

BSIP teachers and/or paraprofessionals are assigned for the entire day to a specific classroom. Working in the classroom cooperatively with the regular teacher, they provide intensive instructional reinforcement to program students. BSIP staff may work with groups of program students or with an individual student at his or her desk. The classroom teacher provides the initial direct instruction, and also is responsible for assigning a grade to the program students.

Team Teaching

There are many ways to structure team teaching. Two examples are:

- BSIP Reading Specialist and Content Teachers

  BSIP reading specialists can join content-area teachers for team teaching. If the day is structured so that classes of low achieving students are having math, social studies, science and language arts together, taught by content teachers, then BSIP reading specialists/ teachers can be assigned to each content-area teacher to team teach. The children remain in their classrooms, and the content teachers and reading specialists/teachers are scheduled into the classes.

- Classroom Teachers, BSIP Teachers and Aides in a Language Arts Block of Time

  Students are scheduled into back-to-back English/language arts and reading classes for reading/English rotation during a 90-minute block of time each day. The teachers, assisted by BSIP aides, provide language arts instruction using a team-teaching approach. Teaching takes place in a large classroom or in two adjoining rooms. The students are divided into three groups according to their ability levels. The groups rotate among the teachers spending thirty minutes on writing, thirty on literature and thirty on independent assignments. The aides reinforce skills.

Whole Class Lab Approach

BSIP and non-BSIP students travel to a remedial lab with their regular classroom teacher. All students receive instruction from the classroom teacher but the BSIP students also receive intensive individualized help with special equipment from the BSIP lab teacher. The key to the success of this model is the regular teacher involvement.

Traveling Lab with Floating BSIP Teacher/Paraprofessional in the Regular Classroom

A BSIP teacher and/or paraprofessional travel(s) to regular classrooms with a lab cart equipped with special teaching materials for program students. The classroom teacher is present during the entire session and is active with all the students. While the classroom teacher individualizes instruction and works with small groups of children, the BSIP staff provides intensive services to the program students.

Instructional Aides in the Classroom Plus Additional Lab/Resource Room Setting for Selected Students

This model is similar to the traditional in-class model. The paraprofessionals, however, are assigned to many classrooms in the school to provide program students with instructional reinforcement of newly learned skills. In addition, some selected BSIP pupils are also sent to a lab or resource room where resource teachers can provide more specialized material, equipment and instruction to address the particular difficulties that have been diagnosed.

Part-time BSIP Teacher and Part-time District Reading Consultant

A reading teacher, whose funding is half local and half state and/or federal can go into a classroom where 50 percent of the children are program students and provide in-service training through demonstration to the classroom teacher for half of the time while instructing the entire class. During the remaining time the classroom teacher works with the non-program students while the reading teacher provides intensive remediation/instruction to the program students.

Pull-out Within the Classroom

Following the regular lesson, an instructional aide or teacher provides supplementary instruction to one program student at a time in a specially prepared corner of the room enclosed by room dividers. The aide or teacher is assigned to either one classroom for the entire day or one class in the morning and another in the afternoon.

ADVANTAGES IN THE USE OF THE IN-CLASS MODEL

A majority of the districts in New Jersey use a variety of out-of-class settings including pull-out, resource rooms and labs, while only one-third use the in-class model (A Catalog of Program Descriptions NJDOE, 1985). Although the out-of-class model is often successful and is highly advocated by many districts using it, the following concerns have been identified. The out-of-class design can:

- Make program coordination more difficult;
- Fragment the delivery of instructional services;
- Cause disruption because of increased student movement;
- Reduce time-on-task;
- Create scheduling problems;
- Stigmatize children who are pulled out (Jung, 1983).

Based on an extensive review of literature and interviews with many educators, Glass and Smith (1980) concluded that "the risks of supplementary pull-out programs far outweigh their gains and that the pupils pulled out of their classrooms are faced with fewer opportunities to increase their levels of academic achievement."

Despite a re-emphasis by Congress that local education agencies (LEAs) shall not be required to provide Chapter 1 services outside the regular classrooms, some districts desiring to move to an in-class BSI approach still seem to be uncertain whether the program is in compliance (Jung, 1983). Since the in-class model is in compliance and may eliminate some of the problems mentioned with the out-of-class model, more districts may turn to it as an alternative.

It would be appropriate for a district or a school to consider making the decision to use the in-class model for all or part of the time when:

- Student performance is not improving in the present setting;
- Delivery of BSI instructional services is fragmented;
- The BSI program is not coordinated and communication is poor;
- Scheduling the pull-out of students is difficult and students consequently are removed from their classes during the basic skills developmental program;
- Students are out of their classrooms for too long a period of time traveling to and from the classroom and remedial setting;
- Teachers are involved in the process of making the decision;
- Classroom teachers are willing to have an aide, another teacher, reading or math specialist or parent assist/support them in the classroom; and
- Classroom and BSI teachers are willing to team teach with another teacher with whom they are compatible in knowledge, philosophy and personality.

FACTORS THAT AFFECT STUDENT ACHIEVEMENT

Research summaries on Chapter 1 program improvement (Research for Better Schools, 1983) were adapted for use in the Basic Skills Program Improvement Process (BSPIP) manual developed by the Division of Compensatory/Bilingual Education and used in training provided to New Jersey districts (A Guide to the Basic Skills Program Improvement Process, New Jersey Department of Education, 1985). The manual describes factors that research indicates affect student achievement.

The following are of special significance for districts planning an in-class, particularly a team-teaching, design:

- Classroom management
- Cooperative teacher planning
- Instruction
- Parent/family involvement
- School/class climate
- Staff development

When a BSIP supplementary teacher with or without an aide spends part or all of the day in an in-class setting with the district teacher, management of instruction and behavior techniques are needed. Teachers need to be willing to negotiate compromises in:

- Structuring and organizing the room;
- Scheduling activities;
- Communication and disciplinary techniques to be used;
- Methods of assessing, diagnosing and prescribing;
- Content and strategies to be used;
- Methods for grouping and individualizing;
- Record keeping and reporting; and
- Interpreting the role of the teacher's aide in the classroom.

Parent involvement and support are important in all BSIP settings, and parent observation in the classroom and the use of parents as volunteer aides can be especially helpful in an in-class setting. Appropriately trained parents often provide excellent feedback from their observations and can be useful as reinforcers in a room where there is grouping and individualization.

Additional information on classroom management, school/class climate, instruction, parent involvement, cooperative teacher planning and staff development will be found in the section of the manual dealing with implementing an in-class design.

The next two sections focus on planning for and implementing the in-class model. Considerations to be taken into account before implementing this model are explored. These include assessing needs, materials and resources, curriculum and tests, teaching methods, parental involvement, staff development, school climate and strategies for cooperative teacher planning. The section on implementation discusses ways to put the in-class model to work successfully.

PLANNING FOR THE USE OF THE IN-CLASS MODEL IN GRADES K-6

The first planning activities for an administrator contemplating changes in the basic skills improvement program (BSIP) model are to assess, analyze and prioritize needs. Recommendations for changing the current model to an in-class approach may come from the board of education, a superintendent, the school principal, teachers and/or parents.

ASSESSING NEEDS

Before they suggest or implement a new approach in any school, board members, central office, administrative and teaching staff need to examine the following:

- support of principals, teachers and parents;
- availability of space;
- availability of BSIP central office staff who can assist in implementation; and
- possibility of a gradual phase-in with perhaps one or two carefully selected schools the first year and inclusion of a few, rather than all, schools by the third year (Jung, 1983).

Student Performance

Perhaps the most crucial factor in deciding whether to change the BSI program is student performance. Some questions that need to be asked are:

- Do the students in their current BSIP setting make significant gains on standardized and teacher-made tests?
- Has student performance in the regular classroom improved significantly?

Teacher Expectations

An administrator can assess teacher expectations by observing classrooms. Teachers of students who make strong gains in basic skills believe their students can develop these skills and they communicate positive expectations to them. These teachers give students opportunities to experience success in their daily learning activities and treat them the same way as they do high achieving students.

Time-on-Task

A survey can assess the degree to which students are actively engaged in learning activities in targeted areas. It should determine the amount of time:

- The BSIP students spend traveling from regular classroom to resource room, lab or other remedial setting;
- Allocated for instruction in basic skills.

Appropriate Materials and Resources

Classroom observation by the administrator can determine if the materials used are enjoyable and motivating, developmentally appropriate for the students in the class and appropriate for the content and objectives being taught. If appropriate materials are not available, the administrator might ask:

- Does my staff have the necessary resources?
- What additional materials are needed?
- What sources of funds are available for purchasing for materials?
- What opportunities are available for teachers to visit classrooms where enjoyable, motivating and developmentally appropriate materials are used?

Classroom Management

The following characteristics of classroom management can be observed:

- Routines that reduce confusion;
- Rules that are clear, consistent and with known consequences;
- A physical environment that facilitates learning;
- Transitions between activities;
- Work habits of students;
- Anticipation by the teacher of potential problems so that misbehavior is stopped before it occurs; and
- Pacing of activities.

Appropriate Skills in Curriculum and Tests

When the administrator checks to see if both the curriculum and tests have appropriate skills for the developmental level of BSI students, it is also important to note whether the skills in the tests are aligned with the curriculum and reflect what is taught.

The following questions can guide observations in BSIP classrooms:

- Have the necessary pre-skills been taught for the current content to be understood?
- When grade level skills are too difficult for students to learn because the pre-skills have not been mastered, are the pre-skills being re-taught and reinforced in new, more motivating ways?
- Are curriculum guides with these earlier skills made available to BSIP teachers and paraprofessionals?
- Do curricular activities relate to the students' experiences or provide the necessary experiences?
- Are critical thinking, problem solving, and decision-making skills included in the curriculum? Are BSIP students actively involved in activities that teach and reinforce these skills?
- Are listening and speaking skills included in the reading, writing and mathematics BSI program?

Instruction

When the administrator observes instruction in K-6 classes, some of the following questions can be addressed:

- Are the questions teachers ask usually on the first two levels of Bloom's Taxonomy - knowledge and comprehension - or are questions and activities requiring application, synthesis, analysis and evaluation also used?
- Are critical thinking and problem solving activities occurring?
- Are manipulative materials used in all the grades?
- Is the BSIP teacher using a variety of teaching methods to encourage creativity and higher-level thinking, such as telling/reading stories to the students, dramatization, demonstration, discussion, guided discovery, experimentation, drill/memorization, lecture, brainstorming, questioning?
- Is adequate planning time provided for the district-funded and BSI teachers to meet to discuss instruction?
- Is constructive feedback on instruction provided following regular monitoring sessions?

Parent Involvement

Parental involvement in the educational process can greatly enhance a child's prospects for academic success (Bronfenbrenner, 1978; Bloom, 1981).

When assessing the degree of parent involvement in the school, the administrator can ask him/herself the following questions:

- Does our district and/or school have a parent involvement plan?
- Do we encourage parents to visit our classrooms and school?
- Do we enlist or hire parents as presenters, tutors, and/or aides in our classroom?
- Do we encourage student, parent and teacher functions in the community and/or school?
- Do we share pertinent information with students, parents and teachers?
- Do we show parents in a variety of ways that we care for them and their children?
- Do we publicize and support ideas, materials and strategies that promote the belief that the key to student achievement is the home and community cooperating with the school?
- Do we provide ideas for listening, speaking, reading, writing and math experiences for parents to provide for their children?
- Do we recruit and provide training to help parents understand what the basic skills are and how they are taught?

In-service/Staff Development

In carefully planning to implement a new BSIP approach in a school, a needs assessment instrument can provide information not only on the needs for in-service training but also on how these needs should be prioritized and addressed. Districts utilizing this new approach benefit from joint staff development for all teachers and paraprofessionals (Jung, 1983). It is supportive to the staff if the administrator also attends in-service sessions and provides incentives for staff attendance.

School Climate

Research on effective schools consistently reports that a school must provide a secure, orderly, businesslike, pleasant environment (A Guide to the Basic Skills Improvement Process, NJDOE, 1985). Other research (Tagure, 1968, Roche, 1983 and Kettering, 1974) proposes that as the climate of schools becomes more open, the effectiveness of the teacher will be increased and pupils' achievement will show rapid growth.

Cooperative Teacher Planning/Coordination of Instruction

When assessing cooperative teacher planning, some questions the administrator may ask are:

- Do I provide planning time in the schedule for classroom and BSIP teachers to discuss needs and plan together?
- Do I encourage classroom and BSIP teachers to meet before and after school?
- Do I provide incentives for teachers who work before or after school hours?

Well coordinated instructional programs and cooperative teacher planning can affect the achievement gains of BSIP students. For successful implementation of an in-class model, coordination of instruction and cooperative planning are especially important. Teachers must be able to reach consensus on a variety of issues to work closely together. (Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies, NJDOE, 1986)

ANALYZING AND PRIORITIZING NEEDS

A report, analyzing the needs from both formal and informal data, should be written. This report can summarize information on student achievement obtained from school records. It should also include descriptions of needs in the areas of parental involvement, cooperative teacher planning and coordination of instruction. Other needs of the program that should be described are teacher expectations; appropriate materials and resources; classroom management, instruction, and needs relating to cooperative planning and coordinated instruction in the in-class model; staff development; and school climate.

This report, or one resulting from BSPIP training, along with a chart summarizing the needs (see appendix for sample grade level and school level summary charts) can be presented to and shared with the staff, parent/community and central office representatives. The outcome of such a meeting might include a list of recommendations including whether to change or continue the BSI program setting, the time frames of activities to be completed, the responsible individual(s), and in-service workshop listings.

When priorities are determined, committees can be formed, such as one dealing with parent involvement, and another with staff development. Staff, parents, and central office personnel can work on these committees and come up with timelines, incentives and logistical suggestions.

If the district determines that using an in-class model is appropriate, a meeting can be planned with the involved teachers, aides and administrators. Ideally, these meetings should take place during the summer prior to implementing the model and can include training on the topics of most importance.

In planning in-service meetings some of the issues that may be discussed include the following:

- scheduling of students, teachers and aides for classes using the new model;
- structuring the rooms and work areas for BSIP teachers and aides;
- communication and disciplinary techniques to be used;
- kinds of work folders and anecdotal records to use;
- establishing regular planning time between BSIP teachers and/or aides and classroom teachers;
- organizing materials;
- the roles of the classroom teachers, BSIP teachers and/or aides;
- compliance with policies relevant to the in-class model;
- responsibility of regular classroom teacher for assigning grades to BSIP students; and
- flexible use of grouping and assistance during seat work, and individualizing instruction.

The preliminary meeting should provide the forum for discussing all the issues relevant to implementing the in-class model. One important consideration is the vehicle by which information will be shared with parents, whether it is by means of meetings, periodic bulletins, or letters. There should be a strategy for maintaining parent-school contact so that parents learn about their children's school performance and ways they can help improve it. (A Guide to the Basic Skills Program Improvement Process, NJDOE, 1985)

Another consideration is school climate. Strategies for assessing and improving school climate should be discussed and planned. Positive school climate includes building maintenance and decoration, a systematic and well-defined discipline policy, business-like, orderly classrooms and a positive reward system.

Scheduling time for cooperative planning comprises another important issue. Effective teachers of basic skills students develop cooperative plans which describe how they will help individual students improve their reading, writing and/or mathematics skills. They also keep each other informed about each student's progress. (A Guide to the Basic Skills Program Improvement Process, NJDOE, 1985). Time for sharing student information and planning for instruction should be allocated.

Section Summary

The amount of time that it will take to assess, analyze and determine the priority of needs will range from a month, to a year or more and will depend on whether:

- the administrator is going to do the needs assessment or designate tasks to others;
- the school or district is to be assessed;
- the size of the school or district population is large or small;
- records are readily available; and
- the district opts to train the members of the study team and other school staff in the Basic Skills Program Improvement Process (BSPIP), a program improvement opportunity offered to New Jersey districts by the Division of Compensatory/Bilingual Education.

IMPLEMENTING THE IN-CLASS MODEL IN GRADES K-6

ISSUES RELATED TO INITIAL IMPLEMENTATION

Decision to Implement an In-class Design

Having analyzed district needs, the administrator may present the findings at a board meeting or other forum. As a result of the findings, a decision may be made by the administration and/or the board to implement an in-class design as part of, or all of, the K-6 supplementary program.

Choice of Implementation Site

Depending on the size of the district, the availability of staff and the availability of necessary funding and adequate facilities in the school(s), the district can determine whether the program will be implemented in all the K-6 schools or in selected grades and school(s) in the first year. A rationale for the selection decision should be communicated to parents, teachers and students.

If the model is implemented in selected grades or schools, the decision to expand the use of the model beyond these can be made later.

Selection of Type of In-class Model(s)

Once the results of the needs assessment are presented, and the decision to implement the in-class design in specified schools and classes is made, the administrator can select the type(s) of in-class model(s) to be used. The type of model will determine the staff that will be needed. Various in-class models are described in the introduction.

Program Management Calendar

With participation and input from teachers, aides and parents, an initial program management calendar can be developed and distributed by the administrator. The calendar can include dates by which:

- an orientation meeting is held by school district staff and parent representatives, preferably before the school year starts and possibly in the summer;
- supplemental teachers are selected or volunteer to use the in-class approach;
- supplemental teachers and aides are assigned to classes and labs or resource rooms to work with selected students;
- materials and furniture are distributed to in-class model classrooms;

- rules are developed and agreed upon by teachers, aides and students and are posted;
- administrators orient staff by clarifying roles, job descriptions, use of planning time, and structuring of rooms; and
- staff holds initial planning sessions to make assignments to keep and check logs, examine student data, develop ISIPs, diagnose, prescribe, group, keep records, report to necessary parties, select appropriate materials, and examine performance evaluation forms for supplementary aides.

Orientation of Staff

An orientation session should be held with staff before the school year starts to discuss the implementation. The initial planning session should include the administrator, classroom teachers, and supplementary BSI teachers and aides. This should focus on objectives and strategies for implementing the in-class model. These should include: methods and materials for diagnosing student needs; selecting appropriate materials; designating work spaces in the classroom; determining how to group students and use aides; record keeping systems and forms; and coordination and communication with the regular classroom teacher.

ISSUES RELATED TO SUCCESSFUL PROGRAM OPERATION

This section will explore a variety of factors that contribute to successful program implementation.

Development and Implementation of an Inservice/Staff Development Plan

If the results of the needs assessment indicate that in-service training is necessary to improve teacher skills, then a long-range plan (three to five years) can be developed and implemented.

An in-service committee can volunteer to develop a long-range in-service plan. The committee can determine:

- what the priority areas are;
- what in-service areas are to be the focus each year;
- whether validated program(s) or other program(s) listed in the resource chapter of this manual can assist the school or district through visitation and/or training;
- who will conduct the training;
- the number of workshops each year;
- the duration of each workshop;
- who will attend;

- the schedule of the workshops;
- the honoraria to be paid;
- what incentives can be provided for the teachers, aides, parents, supervisors, administrators who attend;
- whether present funding can cover the costs;
- how administrators can support the presentations/training; and
- whether implementation of training activities in the classroom can be monitored by the trainer, supervisor or administrator and feedback provided to the teacher and/or aide.

Some types of staff development other than in-house workshops are: observing other teachers in and out of the district; holding meetings for sharing techniques, strategies, activities, materials for teaching language arts/ reading and math; discussing classroom management techniques and diagnosis and evaluation; and attending appropriate workshops at the state's regional curriculum services units (RCSUs), basic skills conferences and at validated project sites.

Since aides can also benefit from the workshops, classroom and BSI teachers can model new teaching strategies for them. Sometimes, it is appropriate to have workshops first for aides and at other times, it is appropriate to include them in workshops for parents and teachers.

Development and Implementation of a Parent Involvement Plan

It is extremely important regardless of the structure of the BSIP, to involve parents in the education of their children. Parent participation appears to influence the climate of effective schools (A Guide to the Basic Skills Program Improvement Process, NJDOE, 1985). In the in-class model, it is especially important to accomplish this alliance, since knowledgeable parents can volunteer to assist in classes and work with groups of students under teacher guidance. Parents can also be encouraged to come into the schools to take part in programs and meetings, visit their children's classes, interact with teachers and administrators, examine their children's records and support teacher and administrator efforts.

When developing and implementing a long-range parent involvement plan, a selected committee of parents, teachers and administrators can accomplish the following activities over a two- or three-year period:

- Organize the meetings including place and time, provision of refreshments, use of a telephone chain and postcard meeting reminders, determination of source of funding for refreshments, materials and day care if children attend with parents;
- Brainstorm to develop a plan listing suggestions, strengths and weaknesses and recommendations; and

- Gain endorsement of the plan by the board of education by having a large group of supporters attend the board meeting while parent representatives from the committee present the plan at a board meeting.

Program Management Calendar

With the input of the teachers, aides and parents, a program management calendar for the remaining year(s) of the project can be developed. This can include dates by which:

- Staff development/in-service activities are to be held;
- On-going planning meetings with administrators are to be held;
- On-going planning meetings with classroom teacher, BSI teacher and aides are to be held;
- Monitoring and feedback sessions are to be held;
- Requisitions for additional supplies are to be made including hardware and software;
- Aide logs are to be examined;
- Aide evaluation forms are to be signed by teachers and administrator;
- Grades for students are to be sent to the administrator;
- Conferences with parents are to be held;
- Parent activities are to be attended;
- Material from the literature on basic skills in general and the in-class model in particular is to be sent to staff; and
- Sharing sessions with other in-class staff and/or general grade level staff are to be held.

Meetings of Classroom Teacher, BSI Teacher and/or Aide

Many on-going activities can be discussed at weekly planning meetings of the classroom teacher, BSI teacher, and aide. Primarily, the activities for the coming week need to be shared and demonstrated when necessary. In some cases individualization or re-grouping of students needs to occur.

Grouping can be based on ability/achievement, need or interest. In ability grouping, students do not usually need to be regrouped often because they advance through the instructional program at similar rates. When students are grouped based on skills, they are pulled together to meet for one session or at most several sessions.

Different grouping patterns can be used. In flexible grouping, students are grouped for skills based on need and instruction is based on the analysis of the need. The classroom teacher can teach one group, the BSI teacher another group of remedial students and the aide or parent volunteer, the third group. If there is no aide, a teacher can direct two groups and then one group works on its own. The lesson is usually twenty to thirty minutes and pupils can then move into another grouping pattern, into a whole class activity, independent reinforcement/study, or a one-hour block of time pattern.

If a plan has been in place for several weeks and proves unsuccessful, a change can be discussed at the meeting. In some cases, the room may need rearranging and this can be done during the meeting time. In other cases, the problem may be the recordkeeping and log comments. Whatever the problem, it needs to be analyzed and changes need to be proposed during the meeting time.

Planning Meetings of Teachers, Aides and Administrator

In order to keep lines of communication open between administrators, teachers and aides using the in-class model, monthly meetings should be held. At these meetings concerns regarding discipline, recording, reporting, logging practices, and grouping, diagnosing and prescriptive teaching techniques can be discussed and worked out. Procedures and ideas for solving problems can be discussed.

EVALUATING THE IMPLEMENTATION OF THE IN-CLASS DESIGN

OVERVIEW OF ASSESSMENT TECHNIQUES

In order to determine the effectiveness of a program, districts should have a design for evaluating the impact of the program on student achievement. There are a variety of evaluation measures available to determine pupil and/or program strengths and weaknesses. Test selection should be based on the following criteria (Compton, 1980). The test should:

- always provide data that are meaningful and useable for the purpose it is administered;
- be valid; that is, measure what it purports to measure;
- be reliable; that is, consistently provide the same results;
- include appropriate design and form for the students being tested;
- measure the content and skill areas that are appropriate for the age and grade level of the students being tested; and
- be economical in terms of time and money.

Internal measures developed within a school district can include teacher-made screening devices, observation scales, checklists, questionnaires, anecdotal records, attitude measures, tests, and examination of children's work. External measures available from sources outside the school district can include published screening devices, observation scales, checklists, questionnaires, attitude measures, standardized tests of achievement criterion-referenced tests of readiness and achievement, basal reader tests, child behavior rating scales, and workbook tests.

Screening, the first step in the evaluation process, is a limited intervention procedure. When teacher evaluation and/or end of the year district or standardized tests further indicate educational needs, then in-depth assessment and subsequent specific remediation or intervention follows.

Since much of what transpires in the classroom is not observed, is unrecorded, and quickly forgotten, observation scales can be and have been developed to observe classroom involvement. These instruments are designed to collect a wide range of information regarding the quantity and quality of student work, such as: self-control, self-acceptance, study and work habits, attention span, relationship with teachers and peers, absenteeism, class participation, self-confidence, purposefulness, enjoyment of activities and school, happiness, self-care, time-on-task, use of time, reading preferences, orderliness, and creativity.

One of the most worthwhile observational techniques is anecdotal record keeping. It is a way of learning how to think about children by observing, recording and reflecting at the same time. By recording the continuity of

students' learning through anecdotal recordkeeping, teachers reflect the methods, materials and procedures used with their students. Anecdotal records are important for the following reasons:

- To remember the content and process of what happens to a particular student or students in a classroom;
- To note progress or lack of it in different subject or skill areas. Comparisons can be made with the student's level at entry;
- To make instructional decisions. Plans for lessons can be based on data collected through anecdotal records; and
- To use for parent conferences. Anecdotal records can tell what the student has accomplished and can serve as an accountability device.

Internal or external questionnaires and conversations with pupils and parents provide much information which can be helpful to teachers in planning programs and activities. The use of questionnaires is a quick way to gather relevant information.

FORMATIVE EVALUATION

Formative evaluation is a continuing part of any successful program from the earliest stages of planning. Formative evaluation consists of keeping a constant check on how the program is going in the new setting so that problems can be corrected before they get serious. While summative evaluation focuses mainly on the outcomes, formative evaluation deals with the processes.

The basis of formative evaluation is regular monitoring of the new program by the administrator to see whether tasks are being carried out as planned and whether goals are being met. The responsibility for formative evaluation is almost always a part of the administrator's job, but others can be actively involved. If a district has an outside evaluator, periodic checks by this impartial observer can be of considerable help. Teachers, principals, parents and perhaps others can provide important information.

Formative evaluation procedures can be formal or informal. Informal approaches are sometimes sufficient. Formative evaluation can be based simply on the careful thought and professional judgment of administrators. A regular schedule can be kept for reviewing progress in meeting goals and completing tasks. Notes, kept in a log or diary, help to formalize the process and provide the information needed when writing an evaluation report, if one is required. Procedures for getting comments from teachers, principals, and parents can be developed. These can include questionnaires but may be as simple as discussions of problems at regularly scheduled meetings.

Some more formal approaches to formative evaluations are discussed below.

Evaluation of the Elements of the In-Class Design

When evaluating the growth of students using the in-class model for the first time, many elements must be considered, such as:

- Is the only change the amount of time spent by students in the classroom?
- Are a teacher and an aide providing supplemental in-class help?
- Is an aide providing the only supplementary help in the classroom?
- What type of in-class model is used?
- Are the aides community people with or without high school diplomas or college credits?
- Has the change to an in-class model affected the instructional process? In what way?

SUMMATIVE EVALUATION

Summative evaluation can help staff draw conclusions on the impact of the use of the new BSI K-6 setting. Parents and district administrators may want to know the results of the use of the new program design.

Since the program design change has been used specifically to improve student achievement over a three-year period, summative evaluation can give results at the end of the first, second and third years. The cumulative evidence of the success of the setting will be improvement of student performance at the end of the third year.

Three achievement questions can be answered:

- Did the students learn more by receiving their remedial services in-class than they did when they were out-of-class for this instruction? Pre- and post-standardized achievement tests can provide these data.
- Did the student meet the specific learning objectives developed by the classroom and BSI teachers? Observation and pre- and post-criterion-referenced tests can supply these data.
- How much more did the students learn using the in-class model than they would have learned using another model?

In addition to formal testing procedures, there are many informal measures of student gains. These include student diagnostic test results, reports and subjective impressions of teachers. This information can provide a good common sense check on the validity of the test results.

Reduction of absenteeism and behavior problems, satisfaction of parents, teachers, aides and students are some non-cognitive benefits that are important and can be reported. . Process evaluation information dealing with how well the program design has been implemented can be an important part of summative evaluation.

Assessment of the Progress of K-6 In-class BSI Students

Diagnostic assessment data can be compiled at the end of the first, second, and third year to help the classroom teachers determine how well the BSI students in their classes are doing compared with similar data in previous years and with other classes. This data can also help the teachers determine how well they are doing.

Attendance data of students can be compiled at the end of the first, second and third year and compared with the previous year attendance rates, of other groups using the same BSI setting and groups using other settings. Aide and teacher attendance data can also be examined and compared with attendance data of teachers using the in-class model, and those not using it.

Student behavior from previous years or the beginning of the current year and anecdotal records or child behavior rating scales can be compared with past data on records and scales at the end of each three years. These data can be compared with that of students in the same and other settings.

Pre- and post-test approved data can be compiled at the end of each of three years. These data can be compared with data on students in other classes and grades using and not using the in-class model.

APPENDIX

RESOURCES FOR THE K-6 IN-CLASS MODEL

The appendix contains resource materials relevant to the in-class model. It is divided into three sections:

- New Jersey State Department of Education Publications
- Validated Projects
- Programs Reported in the Literature

Section I

New Jersey State Department of Education Publications

This section includes descriptions of four manuals containing information about basic skills programs. These may be ordered from:

New Jersey State Department of Education
Division of Compensatory/Bilingual Education
240 West State Street
CN 500
Trenton, NJ 08625-0500

- A Catalog of Program Descriptions

  This manual describes the basic models currently used for instructing compensatory, bilingual/English as a Second Language and migrant education students. A section on the characteristics of programs in New Jersey districts is included.

- A Guide to the Basic Skills Program Improvement Process

  This manual is designed for school staff wanting to examine the quality of compensatory basic skills programs with regard to research factors known to be strongly related to school effectiveness. Training is offered by the Division of Compensatory/Bilingual Education to prepare school staff to conduct program reviews. It provides step-by-step procedures in conducting the peer review process and includes procedures and responsibilities associated with each phase of the process. The four phases are: initiation, preparation for the external study team visit, external study team visit, and follow-up.

- A Guide to Peer Review of Programs for Educating Limited English Proficient Students (PROPEL)

  This guide is intended for school staffs wanting to use peer review for improving their programs for limited English proficient students. Training in how to conduct the review process, with emphasis on how to gather and analyze data, will be provided by the New Jersey State Department of Education. Even without such assistance, however, participating staff should be able, using this manual, to conduct assessments of programs in their own and/or similar schools.

The guide has five sections and an appendix. The first section orients the user to Peer Review of Programs for Educating Limited English Proficient Students (PROPEL). The next four sections describe the procedures and responsibilities associated with each phase of the PROPEL process: Initiation, Preparation for the external study team visit, the External study team visit, and Follow-up. The appendix contains a sample visit schedule, summaries of the research used to focus the review, and descriptions of student behaviors for use in analyzing classroom observations.

- Resources for Basic Skills Program Improvement

  This resource guide is designed to help school staff identify resources related to the effective schools research. It includes programs from the National Diffusion Network (NDN), instructional technology programs, and other services available through research centers, associations, colleges and universities and the New Jersey State Department of Education.

- Effective Practices in Secondary Basic Skills Programs: A Compendium of Case Studies

  The purpose of this compendium is to provide secondary school teachers, administrators and Chapter 1 directors with descriptions of effective practices in Chapter 1 programs. It is divided into five chapters: an introduction describing the background of the project and four chapters organized around school and program characteristics associated with student achievement in basic skills. These characteristics are:

  - Strong administrative leadership;
  - Systematic management and monitoring of curriculum and instruction;
  - Cooperative teacher planning; and
  - On-going staff development and in-service training.

Although the primary focus of the study was on basic skills improvement programs in urban secondary schools, many of the programs, both pull-out and in-class, have implications for the elementary grades.

Section II

Validated Projects

A selected list of nationally validated exemplary basic skills programs that utilize the in-class model in grades K-6 follows. Validation as an "exemplary program" is given to a project that has been approved by the United States Department of Education's review panel. This panel endorses effective educational programs in various areas including basic skills.

Individuals wishing to learn more about the projects listed in this section should refer to the publication: Educational Programs that Work (Edition 14, 1988). This is published by the National Diffusion Network, a nationwide system established to help educators identify and adopt these proven exemplary practices and acquire the necessary materials and assistance with which to do so. It contains descriptions of programs approved for national dissemination by the JDRP. The projects comprise several disciplines including four basic skills areas: Language Arts/Writing, Mathematics, Multidisciplinary and Reading. Copies of Educational Programs that Work may be obtained from:

Sopris West Incorporated
1120 Delaware Avenue
Longmont, Colorado 80501

In New Jersey, you may contact:

Kitty Wallen
Educational Information and Resource Center
700 Hollydell Court
Sewell, New Jersey 08080

SECTION II
OUT-OF-STATE VALIDATED PROJECTS UTILIZING OR APPLICABLE TO AN IN-CLASS APPROACH FOR GRADES K-6

PROJECT	Audience	In-class	Team Approach	Parent Involvement	Training	Positive Classroom Environment	Paid Aides Associates Assistants	Diagnostic Prescriptive Instruction	Record Keeping	Grouping and/or Individualizing
Boulder Valley Public Schools Follow-Through	K-3	X	X	X	X					X
Catch Up-Keep Up	5-8	X	X	X	X			X		
A Chance for Every Child	1-6	X	X		X	X		X	X	X
Chapter 1 Reading Grades 2-6	2-6	X		X				X	X	X
A Classroom Team Approach	1-5	X					X	X	X	X
Project Climb	K-12	X	X				X	X	X	
Community School 6 Bronx Follow Through	K-3	X	X	X	X	X				X
Dayton Direct Instruction Follow Through Resource Center	K-3	X	X	X	X		X		X	
Hawaii Follow-Through Program	K-3	X	X	X	X	X			X	X
Hosts Math/Reading: Help One Student to Succeed	2-6	X	X		X		X	X		X
Individualized Language Arts	1-12	X			X			X	X	X

SECTION II
OUT-OF-STATE VALIDATED PROJECTS UTILIZING OR APPLICABLE TO AN IN-CLASS APPROACH FOR GRADES K-6

PROJECT	Audience	In-class	Team Approach	Parent Involvement	Training	Positive Classroom Environment	Paid Aides Associates Assistants	Diagnostic Prescriptive Instruction	Record Keeping	Grouping and/or Individualizing
New Jersey Writing Project	K-12	X			X				X	X
Stamm: Systematic Teaching and Measuring Mathematics	K-8	X	X		X				X	X
Title I Compensatory Mathematics Program	2-6	X	X	X	X			X	X	X
Title I Compensatory Reading Program	2-6	X	X	X	X				X	X
Waterloo Follow Through Adaptive Learning Environment Model	K-3	X	X	X	X	X	X	X	X	X
Weeksville School/ Bank Street College Follow Through Program	K-3	X	X	X	X		X	X		X
Project Impact (Improve Minimal Proficiencies by Activating Critical Thinking)	7-9	X			X	X				X

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Section III

Programs Reported in the Literature

The following Chapter 1 programs were reported in the national study, Locally Developed Administrative Approaches For Designing and Implementing In-class Chapter 1 Programs (Jung, 1983):

IMPLEMENTING AN IN-CLASS CHAPTER 1 PROGRAM WITH INSTRUCTIONAL AIDES: ONE DISTRICT'S APPROACH TO PROGRAM MANAGEMENT FOR GRADES 1-6

This approach is really a pull-out within the classroom. Following the regular lesson, the instructional aide provides reinforcement to one Chapter 1 student at a time in a specially prepared corner of the classroom that is enclosed by room dividers. The instruction is based on the regular classroom scope and sequence but the materials used differ. When the student is finished, (s)he returns to the classroom activity and another student joins the aide for instruction. If there are many Chapter 1 students requiring the supplementary remediation, another aide may be assigned. When not providing instruction, the aide observes the instruction of the classroom teacher.

Many of the aides are qualified teachers who have been unable to obtain teaching positions. Although more than one-third of the aides in this program have college degrees, they still welcome the extensive in-service training that all aides receive. This in-service training includes informal opportunities for aides from all schools to share problems, successes and materials and to observe teachers and veteran aides in the classroom.

The Chapter 1 lead teacher or assistant observes the aide at least once a week and informally provides positive suggestions for improvement. (S)he also meets formally with the aide once a week to coordinate instruction and provide suggestions regarding the kind of help and materials that each Chapter 1 child may need.

AN IN-CLASS CHAPTER 1 PROGRAM THAT WORKS

Several years ago a district of twenty-five elementary schools decided to implement an in-class model for the following reasons:

- Concern that frequent pull-outs fragmented the students' instruction;
- The principals' need for a sense of ownership of the Chapter 1 programs; and
- The principals' desire to hire neighborhood residents as aides and thus develop more community support for the schools.

The in-class model that was developed and refined over the years varies among schools in the following areas:

- Scheduling of teacher aides;
- Coordination between teachers and aides; and
- Degree of detail of the aides' activities logs.

This variation occurred because there was no central policy mandating a particular schedule, a particular mode of coordination, or a specific logging procedure. Each principal determined the extent of specificity. The district did, however, following its state guidelines, provide a policy that required that aides are to:

- Read and follow the directions in a handbook that specifies their roles and responsibilities;
- Work under the direction of the classroom teacher;
- Work only with target students, whether one-to-one or in a small group;
- Support and reinforce instruction that is keyed to district instructional objectives;
- Monitor the classroom while the classroom teacher provides one-to-one or small group instruction to target students only;
- Correct target students' papers;
- Update target students' academic folders;
- Maintain a daily log of activities;
- Answer any questions of targeted students;
- Receive sixty hours of training in compensatory education policies and the materials that are to be used; and
- Be involved in coordination with the classroom teacher.

The classroom teacher retained the responsibility for instructional planning, diagnosis, prescription, introduction of new instructional material, and student evaluation.

AIDE-BASED SERVICE DELIVERY: ONE DISTRICT'S ALTERNATIVE TO A PULL-OUT CHAPTER 1 PROGRAM

In order to reduce scheduling problems and to serve a large pool of eligible students, a district of three open-plan elementary schools designed a new delivery model that uses aides to provide remediation to Chapter 1 students in their classrooms. Some additional reinforcement of skills for selected students is provided in a lab setting with a master teacher. Previously, resource room teachers provided the supplementary instruction via the pull-out approach only.

Teachers and aides in this district are paid half from funds targeted to all students and half from funds available only to students needing supplementary instruction. In all the district schools, general instruction is provided by the classroom teacher and supplemented by an aide who, using teacher prescriptions, provides one-to-one or small group instruction during the reading periods. For some of the time, aides work in an open area with small groups of students pulled from several classes.

Resource teachers further supplement instruction in a lab setting for some students. The emphasis in all the schools is on diagnosing difficulties and providing the most appropriate instruction in the best setting. Aides are not in each class every day but divide their time among the classes in the school.

The regular classroom teacher, who is responsible for the entire instructional program, directs the activities of the aides; coordinates the specific remediation provided by the resource teacher in the lab; assigns student grades; and sees that aides' logs and time sheets are properly recorded.

This district suggests that success in using aides in an in-class program requires an effective working relationship between the teacher and aide which can be obtained when they:

- work through problems until consensus is obtained;
- agree on and apply rules for teacher/aide/student conduct;
- provide aides with inservice on the group planning process;
- include aides in planning sessions; and
- maintain detailed student records/folders indicating which specific objectives need reinforcement.

IN-CLASS MODELS FOR IMPROVED CHAPTER 1 PROGRAM COORDINATION

After reassessing its pull-out program and deciding to use the in-class approach as one of its alternatives to pull-out, a district developed strategies to address program coordination and classroom management issues needing attention in all settings but of special importance in the in-class model.

The district implemented the following strategies for effective program coordination:

- joint staff development for all teachers and para-professionals, regardless of the funding source supporting instruction;
- common preparation periods for coordination between federally funded, state and locally funded program teachers;

- uniform guidelines and requirements for all teaching staff with respect to instructional practices;
- maintenance of diagnostic/prescriptive and pupil progress records by both the regular classroom and funded program teachers;
- consistency in the use of instructional methods and materials regardless of the funding source.

The district also focused on the following strategies for effective classroom management in a traditional in-class model:

- a clear understanding of respective roles;
- instructional planning by the regular classroom teacher;
- well organized and varied materials;
- a work area for the Chapter 1 teacher or aide;
- flexible use of grouping and assistance during seat work;
- appropriate guidance and supervision by the regular classroom teacher;
- cooperative efforts to keep the noise level down;
- limited use of the Chapter 1 aide for non-instructional activities;
- regular meetings between the Chapter 1 teacher and/or aide and the classroom teacher; and
- work folders for individual Chapter 1 participants.

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